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ABSTRACT

Financing college education for American Indians is the topic of this report on a short-term institute conducted at Arizona State University, Tempe, by the University of Arizona's Division of Indian Affairs and the National Indian Training and Research Center. The objectives of the program were to enable the participants to (1) improve their ability to work effectively and constructively with Indian students and to find possible sources of financial aid in relationship to vocational-occupational aspiration, (2) develop strong organizations to service Indian students, (3) establish a common philosophy and standard practices with reservation and Bureau of Indian Affairs (BIA) area offices, (4) coordinate financial resources in the institution and the community aimed at Indian students with educational or socio-economic barriers to higher education. The problems Indian students encounter in obtaining financial aid were uncovered and used in planning the program. Approximately 300 persons who worked in the areas under discussion were invited; 44 accepted. The 44 participants were divided into 4 groups to discuss questions in 6 areas: Indian education coordinators, Indian education committees, college financial aids officers, college Indian advisors, BIA scholarship officers, and high school counselors. Discussions ranged into community involvement, problems of both students and financial aids officers, student needs, educational reforms, and the problems of communication and coordination. A field study follow-up and recommendations--that the criteria for financial aids awards need to be revised, that counseling should be more effective, and that additional training should be provided--are included. (FF)

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FINANCING COLLEGE EDUCATION FOR INDIANS

By

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and

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A Report of the Outcomes of a "Short Term Institute for Coordination of Financial Aid to Indians", Organized and Conducted by the National Indian Training and Research Center under a grant from the United States Office of Education through the Division of Indian Affairs of the University of Arizona.

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SHORT-TERM INSTITUTE FOR COORDINATION
OF FINANCIAL AID TO INDIANS

I. INTRODUCTION

During the past five years, increased effort has been exerted to enroll greater numbers of Indian students in community colleges, four year colleges and universities. In part the emphasis upon Indian education reflects a growing recognition by many people in the predominant society of the years of mistreatment Indians have been subjected to and a desire to have society make at least partial atonement more substantial. This effort reflects the belief of many Indian leaders, educators, governmental officials and law-makers that the future well-being and self-sufficiency of Indian people both on and off the reservation is dependent upon educating young Indians so that they have the capability of providing political, organizational and administrative leadership to the tribes and agencies and organizations which serve Indian people. It is also believed that there must be Indians educated so that they may assume significant leadership roles in the medical, dental, educational, social service and other professions and occupations important to Indian people.

More than ninety-five percent of the Indian students seeking admittance to a collegiate program require substantial financial assistance. College bound Indian students applying for financial aid have been confronted by severe problems in getting assistance when most needed. This is a paradoxical situation for an extraordinarily large number of people are working on Indian financial aids, as compared to other groups of students. The question arises as to "Why?".

Financial aids programs developed by colleges and universities have been principally geared to meeting the needs of middle and lower-middle class Anglo students. Such students, generally have a fair amount of sophistication. They, or their parents and school counselors know how to fill out forms, and they know how to go about obtaining the information they need to complete their applications for admission to college and for financial assistance.

Many Indian students, on the other hand, have very little knowledge about the steps required for admission to college, and to obtain the funds needed to finance them while they are students on a college campus. They have little understanding of what it is like to be a college student and of how to handle their personal finances and of how to plan their work. As a consequence

many Indian students who might succeed in college never complete enrollment. Others, although they may be admitted, become discouraged because of their inability to adjust, their financial insecurity, or the frustrations they encounter as members of a small minority. This frequently leads to early drop out.

The failure of eligible Indian students to enroll in college and the prevalence of dropouts, despite the number of people involved in the financial aids programs indicates lack of coordination of effort and breakdown of communication. It was believed by financial aid advisors at the University of Arizona and especially personnel concerned with financial assistance to Indians, that there was a real need to explore with collegiate financial aids advisors, Indian tribal education coordinators, members of tribal scholarship councils and high school counselors to Indians, problems presently being encountered in obtaining financial

assistance for Indian college students. It was believed that by identifying and defining such problems, it would be possible to formulate recommendations which would be helpful to all of those working towards increasing the number of Indian students successfully pursuing programs of higher education.

Accordingly, the University of Arizona, through its Division of Indian Affairs, in cooperation with the National Indian Training and Research Center, submitted a proposal to the Office of Education for a "Short Term Institute for Coordination of Financial Aid to Indians". The objectives of the program were to enable participants to:

1. Improve their ability to work more effectively and constructively with the Indian student; find the best possible source of financial aid in relationship to his vocational-occupational aspirations.
2. Develop sound organizational structures to service significant numbers of students effectively.
3. Establish a common philosophy and standard practices, especially with reservation officials and the area offices that serve these reservations.
4. Effect coordination of resources in the institution and the community aimed at Indian students faced with educational or socio-economic barriers to higher education, i.e.; Talent Search, Scholarships, Upward Bound, Loan and Grant Programs.

It was envisioned that the program would be a means of enhancing the ability of those having a responsibility for counseling, advising and working with Indian students in developing and

implementing their educational plans. It was believed that as an outgrowth of such a program there would be more students attending institutions of higher learning and fewer college drop-outs because of financial reasons.

It was planned that prior to the Institute, staff members of the National Indian Training and Research Center (NITRC) would do field work to obtain data which would be helpful in determining the Institute program, the problems which needed to be dealt with, and the participants to be invited.

The Institute was to bring together financial aids representatives of the colleges, tribal representatives, counselors and students. The intent was to have a program which would permit maximum small group discussion of the problems identified and the development of recommendations for implementation by those involved in assisting Indian students both in gaining admission to college and in coping with their problems as college students.

Following the Institute, NITRC staff members were to visit Indian communities and follow-up on those ideas put forth in the workshop and determine to what degree these recommendations were being put into effect.

A final phase of the program was to prepare recommendations which might be made available to and would be useful to counselors, tribal education coordinators, financial aids advisors and others concerned with opening up additional educational opportunities for Indians at the college level.

The sections which follow discuss how these four phases of the program were carried out.

THE PRE-INSTITUTE PHASE

Two members of the staff were assigned to make a field survey to obtain data upon which to build the Institute program and provide information essential to the conduct of the project.

During the latter part of April, the month of May, and early June, visits were made by these field workers to the following reservations: Papago, Colorado River, Yuma, San Carlos, Hualapai, Gila River, Ak Chin, Salt River, White Mountain Apache, Zuni, Navajo, Hopi, and Kaibab-Paiute.

On these visits contacts were made with tribal education coordinators, members of education committees, BIA officials, students and school officials.

Conferences were also held during this time with financial aids officers of the University of Arizona, Arizona State University, Northern Arizona State University, Pima College, Phoenix College, Eastern Arizona College, Navajo Community College, Brigham Young University, and Ft. Lewis College, as well as with counselors and administrators of many local high schools, and other interested persons.

The surveying team found that in addition to the high school counselors and the college financial aid officer that most Anglo students have to deal with, Indian students usually have to deal also with the tribal education coordinator and/or education committee and the Bureau of Indian Affairs (BIA) scholarship officer.

The procedure for Indian students securing financial aid seems simple on paper. Basically these steps must be taken:

1. The student applies to the college financial aids office and at the same time applies to the BIA scholarship officer.

2. The financial need of the student is determined by the financial aids officer. A commitment is made by him of Educational Opportunity Grant (EOG) monies not to exceed half of the student's total need. The BIA is asked to supply the remainder.
3. The BIA, having previously determined through the tribal education coordinator that the student is an Indian, commits the remainder of the money required by the student.

For the Indian student seeking admission to a college and financial assistance, what seems a simple procedure may become so involved and complex that he never completes his application.

The high school counselor is supposed to counsel students on personal, academic, and vocational matters. He is supposed to let them know what opportunities exist after high school for jobs, college, and financial assistance for post high school education. Tribal education coordinators and the BIA scholarship officers tend to look to the counselors to pass information on to high school students. In many cases such information is not transmitted. This may be because in many high schools with Indian students, counselors are inadequately trained. They tend to think of Indian students as lacking in general intellectual ability. Believing this, such counselors often direct Indian students away from college programs and do not inform themselves regarding the extensive, interesting opportunities which are available for Indians at colleges and universities. They may not be familiar with college requirements and the existence of scholarships other than those available through the tribe or BIA. Often counseling and advisement is neglected during the freshmen and sophomore years, resulting in

students not taking a program acceptable to the college. Frequently counselors are non-Indian and do not have the trust of Indian students. As a result, students fail to seek them out. One of the biggest lacks in counseling seemed to be a failure on the part of counselors to provide adequate orientation for college. This is seen in the fact that many students seemed overwhelmed by the college application and financial aid forms they were given and believed that every blank had to be filled out. Assistance in filling out forms is indicated. Students also need orientation as to what college is like and what is expected by the college of them. Because of this lack, students frequently arrive on campus without having made arrangements for housing or having money to take care of immediate needs. They often do not know what their scholarships actually provide, and what their expenses will be after their tuition, books, room and board are paid. They have little understanding of what will be required of them in the way of study, handling of assignments and attendance at class.

On the other hand, counselors claim that their student load is too great, giving them insufficient time to give more special assistance to Indian students. They also claim that tribal education coordinator and BIA officials do not provide them with sufficient information.

There is considerable variation from tribe to tribe in the nature of the assistance given to Indian students in gaining admission to college and in obtaining financial assistance. The larger tribes have education coordinators. Although the education coordinator's primary responsibility is to maintain liaison between the tribe and the elementary and secondary schools, he is also the

BIA scholarship officers' contact with the tribe on higher education grants. He hands out BIA applications, verifies the Indian blood of the applicant and sends the application to the BIA area office for processing. Among his responsibilities are to talk to high school seniors about how to apply for BIA and college grants; to visit colleges to determine from students and financial aids officers how students are progressing and if they are having financial and/or personal problems. Tribes not having education coordinators depend upon a BIA employee to assist students with their applications. Such persons usually have less knowledge of the programs and less time to give to students who need information about college and financial aid.

The education coordinators themselves have many other duties than financial aids counseling and the administrative work required by the Area Scholarship Office. Because of these duties, education coordinators frequently depend upon high school counselors to inform students about colleges and other opportunities available to them. Students may wind up not having the information necessary to understand what is involved by their application and/or other alternatives which may be available to them.

Some of the tribes have established education committees who principal function is to screen applicants and recommend students for scholarships awarded by the tribe. Scholarships are based upon the student's needs and the resources available and are usually used to supplement BIA and EOG funds. The study team found little evidence that education committees were directly involved with students.

Financial aids officers at the colleges differ appreciably in their helpfulness to Indian students. Some of the institutions have recognized the special problems and needs of Indian students and are attempting to meet these by selecting individuals who understand and relate to Indian students to assist these students obtain the financial aid they require. These colleges and universities go out of their way to help students be admitted and to solve the problems they may encounter once they are admitted. Other institutions were found to be quite procedurally oriented. They seemed to be so concerned with properly filled out standard forms that they were oblivious to difficulties encountered by students required to fill them out. The financial aids officers of these schools do not seem to make much effort to make the process of applying for financial assistance any easier for students. Part of this is unquestionably due to the number of students that the financial aids officer has to deal with. Many Indian students, because of inadequate counseling and lack of information are late getting their applications in and frequently do not supply the information needed. Cooperation seemed to be excellent between most financial aids offices and the BIA area scholarship officer. Most financial aids officers felt that working relationships with the tribes could be appreciably improved.

In discussions which they had with students, members of tribal education committees, education coordinators, counselors, college financial aid officers and BIA scholarship officers, the study team discovered that there are many problems connected with providing financial assistance to Indian students. These seemed to cluster in these areas:

Problems of communication

Problems resulting from lack of coordination of efforts of various agencies or individuals concerned.

Problems related to complexity of procedures required by schools.

Problems of obtaining funds to cover unanticipated expenses incurred by students in emergency situations.

Problems related to counseling and advisement of students at both secondary and college level.

Problems related to involvement of members of the Indian community in education programs.

Problems related to pre-college schooling of Indian students.

Interest was expressed by many of the persons contacted by the study team in participating in an Institute which would provide a forum for discussion of mutual problems related to financial assistance for Indian college students, and which would afford participants with an opportunity to make recommendations which could help solve some of the problems which had been identified.

THE INSTITUTE

Encouraged by the interest shown by so many of the people involved in the financial aid program, a decision was made to hold "A SHORT-TERM INSTITUTE ON FINANCIAL AIDS TO INDIANS". The dates set were August 24th, 25th, and 26th, 1971. The place initially selected for the Institute was the Cook Christian Training School in Tempe, later it became necessary to shift from Cook School to the Howard Johnson Motel in Tempe.

Invitations to participate in the Institute were sent to approximately 300 persons. These included education coordinators, members of tribal education committees, college financial aid officers, BIA scholarship officers, and a small number of Indian college students. The invitation stated that:

The objective of the training session is to improve financial aids services to Indian students by critically examining the total system services available, isolating problem areas, and developing plans to deal with these problems. During the training session, participants will discuss the ways NITRC could assist them in the implementation of plans of action they will develop.

Topics of discussion listed were:

1. Development of a philosophy regarding financial aid services to Indians.
2. The role of the education coordinator, high school counselor, and education committee as a local financial aid counseling team.
3. Sources of funds other than HEG-EOG.
4. Possible sources of funds: where and how additional scholarships may be solicited near reservation communities.
5. More efficient use of HEG-EOG funds; how to get students to apply early to these sources.
6. Other possible uses of tribal scholarship funds to support college students.

7. Communications between students and the sources of financial aid.
8. The system of communication between tribes and colleges and BIA.

The data obtained by the study team was analyzed and categorized so that pertinent information could be fed into Institute sessions.

During the pre-Institute planning periods, catalogues and other information relating to colleges and universities in the area were obtained so that they would be available to workshop participants. Materials were also obtained from the BIA. A summary sheet, showing what scholarships are currently available from Arizona tribes, with other pertinent data was prepared for distribution to participants. A list of scholarships available to Indian students from all known sources was also prepared.

A follow-up letter was sent out to prospective workshop participants on August 16th. In this they were informed that the workshop was being shifted from the Cook Christian Training School to Howard Johnson's motel, and that an agenda would be mailed to them on the 18th. Based upon the problems identified and the data gathered by the study team, the final agenda was prepared. This agenda was mailed on Wednesday, August 18th. It follows: (The agenda begins on the following page.)

INSTITUTE ON FINANCIAL AIDS TO INDIANS

Conducted by

NATIONAL INDIAN TRAINING AND RESEARCH CENTER
2121 South Mill Avenue, Suite 107
Tempe, Arizona 85282
Telephone: 967-9484

at

HOWARD JOHNSON'S MOTEL
225 Apache Blvd., Tempe
(Across from A.S.U. Campus)
August 24-26, 1971

General Chairman: Francis McKinley

TUESDAY - AUGUST 24th

- 8:00 - 9:00 A.M. - Registration and Group Assignments - Lobby
Coffee and Doughnuts - Apache Room
- 9:00 - 9:15 A.M. - Introductions
- 9:15 -10:30 A.M. - Findings and Implications of NITRC Survey of
Financial Aid Program for College Indian Stu-
dents in Southwest.
- Francis McKinley - Executive Director, NITRC
Emory Sekaquaptewa, Assistant Coordinator
Indian Programs, University of Arizona
- 10:30 -10:45 A.M. - Refreshment Break
- 10:45 -12:00 NOON - Small Group - Discussion
Financial Aid Issues
- Group A - Room 214
Group B - Room 215
Group C - Room 216
Group D - Room 217
- 12:15 - 1:15 P.M. - Luncheon - Apache Room
- 1:30 - 3:00 P.M. - Presentation of Group Reports and Reactions
of Resource Panel

Apache Room

3:00 - 3:15 P.M. - Refreshment Break

3:15 - 5:00 P.M. - Communications Problems - Apache Room

Groups A - B - C - D: Identify some of
their Communications Problems -

Directed by:

Dr. Wairren T. Kingsbury, President
Arizona Training Laboratories in
Applied Behavioral Science

6:00 - 7:00 P.M. - Dinner - Apache Room

WEDNESDAY - AUGUST 25th

7:30 - 8:30 A.M. - Breakfast - Apache Room

9:00 - 10:15 A.M. - Creative Approaches to Problems of Financial
Aid - Apache Room

10:15 - 10:30 A.M. - Refreshment Break

10:30 - 12:00 NOON - Developing Strategies for Solving Problems
of Financial Aid

Group A - Room 214

Group B - Room 215

Group C - Room 216

Group D - Room 217

12:15 - 1:15 P.M. - Luncheon - Apache Room

1:30 - 3:45 P.M. - Developing Action Plans

Group A - Room 214

Group B - Room 215

Group C - Room 216

Group D - Room 217

3:45 - 4:00 P.M. - Refreshment Break

4:00 - 5:00 P.M. - Progress Reports from Groups - Apache Room

6:00 - 7:00 P.M. - Dinner - Apache Room

THURSDAY - AUGUST 26th

7:30 - 8:30 A.M. - Breakfast - Apache Room

9:00 -12:00 NOON - Developing Action Plans (Continued)

Group A - Room 214

Group B - Room 215

Group C - Room 216

Group D - Room 217

12:00 - 1:00 P.M. - Luncheon - Apache Room

1:30 - 2:30 P.M. - Group Reports - Apache Room

2:30 - 3:00 P.M. - Plans for Follow-up

3:00 - 3:30 P.M. - Questions and Answers

3:30 P.M. - ADJOURNMENT

RESOURCE PEOPLE

Among the Resource Persons who have been asked to serve on Reaction Panels and as Consultants to groups are:

Mrs. Ruth A. O'Neil, BIA Scholarship Officer, Phoenix Area;
Mr. Frank Carrillo, Talent Search Director, Sacaton; Mrs.
Jan Davis, Counselor, Phoenix Indian School; Mr. Aaron James,
Financial Aids Office, Arizona State College; Mr. Larry Loven,
Financial Aids Office, Northern Arizona State University;
Mr. Fred Montes, Financial Aid Officer, Pima College; Mr.
Edward Inarden, Financial Aid Office, University of Arizona,
and Mrs. Eleanor TeSelle, Director of Special Projects, Mesa
Public Schools.

Short presentations will be given at luncheons and dinners
Tuesday and Wednesday on topics that are identified as needing
general clarification.

Forty-four persons accepted invitations to participate in the Institute. Participants were assigned to four groups. The Institute was structured to provide as much time as possible for group discussion and interchange and sharing of ideas between groups. Groups were placed in charge of skilled discussion leaders, these being; Warren T. Kingsbury, President, Arizona Training Laboratories for Applied Behavioral Science; Francis McKinley, Executive Director, National Indian Training and Research Center; Eugene Sekaquaptewa, Education Program Administrator; Frank Carillo, Executive Secretary of Talent Search. To assist the discussion leaders in getting their groups to focus on problems which had been identified by the study team, discussion questions were prepared relating to these areas:

Indian Education Coordinator
Indian Education Committees
College Financial Aids Officers
College Indian Advisor
BIA Scholarship Officers
High School Counselors

These Questions follow:

Indian Education Coordinator

- What should be the role of the tribal education coordinator?
- What priority and how time should be given to encouraging, counseling, and assisting students to get into and remain in college?
 - What types of college counseling should be handled by the education coordinators?
 - What responsibility do education coordinators have to high school counselors?
 - What can be and the education committee to inform parents about the opportunities at colleges that exist for their children
 - How can he improve his communications with college and high school students?

- What relationships should exist between tribal education coordinators and college financial aids offices?

Indian Education Committees

What should be the role and the function of Tribal Education Committees in assisting Indian students to obtain a higher education?

- By what means can education committees obtain information about sources of funds available for scholarships and loans?
- What can education committees do to help high school counselors get information about colleges and sources of financial assistance across to students?
- What should be done about the lateness of tribal scholarship awards? To what extent is this a problem? How firmly should deadlines be held to? How can students be encouraged to apply for scholarships early?
- What criteria should be established to evaluate the success and effectiveness of the scholarship program?
- Where tribes do not have education coordinators, what is the role of the education committee in contacting colleges and counseling students?
- What should be the relationship between the education committee and the BIA?
- What are the goals of scholarship programs? Is it in the interests of the tribe to support higher education? What are the benefits to the tribe?
- Are there other ways by which funds might be raised for tribal scholarships? E.g., solicitation of local businesses?
- Can tribal scholarship funds be used in different ways? E.g., pre-college, for emergencies, etc.? Would these funds be administered differently?

College Financial Aids Officers

What is the role and function of the college financial aids officers as it relates to Indian students?

- What should the relationship be between financial aids officers and education coordinators and education committees?
- What kinds of information should colleges have about tribal scholarship programs and their set-up?
- Should the tribes and BIA combine efforts in financial aid packaging and then submit it to the college for matching?

- What can be done to overcome Indian student reluctance to go to the financial aid office for assistance?
- By what means can financial aids offices be of greater assistance to college Indian students?

College Indian Advisors

Is it feasible to have Indian advisors at the colleges? If so, in what ways can they best be of service to Indian students?

- What should be the relationships of such persons to the financial aids office?
- Should advisors maintain contact with the tribes and the BIA?
- Should advisors inform tribes of students' progress and problems in general?

BIA Scholarship Officer

Is the role of the BIA Scholarship Officer clearly understood? (There seems to be some question as to whether the Scholarship Officer is to coordinate contact between the college and the tribes concerning tribal scholarships.)

- Are there ways by which high school counselors can be better informed about the opportunities available to Indian students?
- What should be the relationship between the Scholarship officer and the Education Coordinator? The Education Committee? The Financial Aids Office? The High School Counselors?

High School Counselors

How well are High School Counselors doing their job so far as Indian students are concerned?

- What special training should they have?
- What should be the relationships between counselors and Education Coordinators and Committees?
- How can Indian students be motivated to use their counselors?

Discussions were lively and intense within the groups, and there was much interaction between groups. Ideas were challenged vigorously defended in the report-out sessions. The high degree of participant involvement and concern was shown in the final session which went some forty-five minutes beyond the scheduled adjournment

time simply because participants wanted to be heard and were interested in hearing others views on the issues raised.

DISCUSSION SUMMARY

As might be expected, discussions within the group ranged far beyond the matter of financial aids. There was the feeling on the part of many that financial aid to Indian college students could not and should not be isolated from the totality of Indian education. Thus in every group consideration was given the question: "What can we do to improve the educational opportunities available to Indian people?"

Community Involvement

Community involvement was strongly emphasized as a key step in improving education. The Indian community - especially parents of Indian students -- must become much more involved in the education of Indian children at all levels. Many Indian parents, it was asserted, are not supportive of educational programs. Having little education themselves, parents, (often unconsciously) minimize the importance of education because to attach a high value to something they do not have makes them seem unworthy in the eyes of their children. In an effort to overcome this, it was recommended that training sessions be organized and scheduled for parents and parent groups. (The suggestion was made that NITRC might possibly conduct such training.) It was pointed out that tribal leaders, members of education committees and parents need to be given basic information about educational programs and resources that are available for Indian education. They must be taught how to deal with the educational establishment. The suggestion was made that such training sessions might include role-playing situations involving interaction with school board members and administrators who have a tendency to put Indians down. The Indian

community needs to be concerned with curriculum, counseling, and the organization and administration of both the elementary and secondary schools serving Indian students. Ways must be found to get Indian people to feel that they have a stake in the schools and a contribution to make.

Important to this, it was felt, was making certain that the schools and the curriculum enhance the self-image of the Indian. This can be done by having the curriculum recognize Indian contribution to social development, and show respect for Indian traditions and way of life.

There seemed to be a feeling that a large part of the total problem stems from the fact that Indian children are not being given the kind of education they should be receiving, if they are to attain maximum development. For instance in the first six years (grades), concentration should be much more on communication skills than upon content. Until children can read, write and speak the English language, they cannot progress in the content areas. To upgrade the schools is the responsibility of all concerned: administrators, teachers, parents, students and tribal leaders.

Concern was also expressed over the health services provided Indian children, children who are malnourished, and/or otherwise suffering from health impairment will have difficulty in school. There is need for close cooperation and coordination of efforts between the BIA and the Indian Health Service.

It was recommended that tribal education committees should assume responsibility for the development of such programs. BIA officials must be involved and must share the information available to them.

Operation of Financial Aids

Participants were agreed that no Indian student in Arizona who had been accepted by a college had been unable to attend college because of his inability to receive financial assistance. Many problems, both of students and of financial aids officers were mentioned. Many of these had to do with the forms which have to be filled out. It is claimed that these forms are too long and complicated. As a result many students require assistance in completing the forms. Speaking to this, Aaron James, financial aids officer at Arizona State University commented:

"In 1967 the financial aids officers of the state got together and started working. At that time each one of us had a form for each school, each institution. We've finally gotten this all unified. We work from one form and it's not simplified but it is unified. Another thing that we talked about was to contact ACT and encourage them to simplify the form that they have. As you recall, through 1968 they had two forms. One was for an incoming student; the other, for a returning student. So we talked about contacting them and working with them and trying to simplify this so it asks for just the information we need."

It was recommended that the Arizona Association of Financial Aids Officers continue to work towards standardizing and simplifying forms so that they be as easy as possible for students to handle. It was also recommended that efforts be made to get counselors to become more familiar with forms and financial aids procedures and spend more time with students, helping them with the problems which they encounter. It was felt that many persons counseling Indian students had very limited knowledge about colleges, and of the scholarships that are available.

Many student problems are attributed to student's not applying early. In some instances this was thought to be due to student's not knowing procedure. It was pointed out there is a lack

of communication between financial aids officers and tribes regarding tribal scholarships. In some instances, the financial aids process is hampered by late notification that a student has received a scholarship. Some tribes have not notified either the BIA or the financial aids officer that a student has been awarded a scholarship. It was recommended that tribal scholarship officers contact the financial aids office and determine what other financial assistance has been provided, before they give students money. Emphasis was placed upon the importance of Tribal scholarship officers, financial aids officers and the BIA scholarship officer working closely together and keeping the lines of communication open. Doing this might avert situations arising where students do not have money to pay pre-registration fees.

The recommendation was made that the Arizona Association of Financial Aids Officers, in cooperation with the BIA and Education Coordinators, develop an Indian student's financial aids booklet. Such a publication should be available to Counselors, Education Coordinators, Education Committees and students. It should list such things as sources of scholarships and financial assistance available to Indian students, procedures for applying for financial aid deadlines to be met, data required to complete the forms which have to be filled out, and general advice to students concerning budgeting, availability of counseling services, assistance when emergencies arise, etc.

Student's Needs

Indian student's needs go beyond basic financial assistance. As members of a numerically small minority, most Indian students feel ill at ease when they arrive at college. This is especially

true of students coming from an Indian school. There is a conflict between their culture and the predominant culture of the campus. Indian students hesitate to go to a white counselor with their personal problems. There is need for Indian counselors to assist Indian students, particularly during the first two months of school. Help is needed with selection of courses. (At the Junior College level, students need to be made aware of which credits are transferable to the Universities.) Students may need to be directed to tutors, and they may require assistance in dealing with teachers who have a "don't care" attitude. Some will require help in learning to use the library.

It was pointed out that many of the colleges have services that have been especially developed for Indian students, but that these often are not utilized. Counselors should be aware of such programs and bring them to the attention of students enrolling in these schools. It was suggested that Indian clubs might help find Indian students who could assist with orientation, tutoring, and counseling of new students requiring such assistance. Indian clubs might take as a project, the development of a flyer outlining services available to Indian students. It was reported that many of the colleges have or are planning Indian-oriented courses and programs of Indian studies for specific purposes. Fort Lewis, Brigham Young, and the University of Arizona seem to have made the most progress in this area.

Many Indian students find it difficult and expensive to get back home during the school year. As a result they experience loneliness and feel out of touch with their home situation. The opinion was expressed that visits to campuses by tribal education

coordinators, or other tribal representatives would be helpful to students. Such visits would show tribal interest in the individual and would be a motivating force. Tribes should try to develop work projects on the reservation for students to be involved in during the summer months. This, also, would be a reinforcing link between the tribe and the student.

Some colleges are involving Indian students in programs to recruit Indian students. It was believed such efforts should be encouraged. Not only can these students be used in visiting the schools, but they could also, particularly in the summer, meet with parents, education committees and prospective students.

Throughout the discussion, as they related to Indian students, emphasis was placed upon programs which provide an opportunity for students to have an active part in the development and implementation of the program! Indian students must recognize that they have a stake in their own education and be given an opportunity to help shape it.

Educational Reforms

As indicated in summaries of previous areas of discussion, much concern was voiced about the adequacy of the education now available to Indian students. There was strong feeling that substantial changes must be made both in elementary and secondary schools. Young Indian people must be encouraged to undertake careers in education for there is great need for Indian administrators, teachers, and counselors who can serve as role models and who, because of their own "Indianness" can understand and relate to Indian students. The training and preparation given those who will be educating Indians (Indians and non-Indians alike) must assure that

these persons understand Indian culture, have an appreciation of Indian values and can relate to and work with Indian people effectively. This means that those responsible for the training of Indian educators must change the organization and emphasis of their programs. Much more of the training must be conducted in the field with the prospective educators working in the schools and community, learning how to relate to parents and community leaders as well as how to motivate the learning and personal growth of Indian children. Both in BIA and public schools there is need to revise the curriculum so that it meets Indian needs. Educational experiences and curricular materials used must be relevant to the experiences which children have had and are having in their daily life. Schools must become community centers operating evenings and weekends where parents and other adults can come and learn. Some programs could and should be developed which would involve both children and adults. Adults and children alike must discover the importance of education to themselves and to the Indian people. When education becomes generally valued, it will be much easier to motivate a larger number of Indian children to seek out a college education. It was reported that a recent educational needs assessment made on one of the reservations brought out that Indian parents and students stated their top educational needs as being in the area of developing a good self-concept.

Programs designed to work at this in the elementary and secondary level - in the adult community, and in the colleges and universities should have high priority.

Problems of Communication and Coordination

In recent years, Indian education has become a concern of many groups and individuals. One of the strong thrusts of this concern has been an increasing effort to get Indian students admitted to college and adequately financed while they are obtaining their education.

With all the agencies and groups interested in Indian education --certainly more than for any other ethnic group--one might conclude that Indian students have no difficulty in getting all the help they need. The study teams findings last spring and summer indicated (and the Institute discussions bore out) That generally the Indian student is less aware than non-Indian students of what can be expected in the area of financial assistance.

The principal persons students become involved with are their high school counselor, the college financial aids officer, the tribal education coordinator, the education committee and the BIA scholarship officer. Others working in the field - although they have little direct contact with students - are representatives of religious and social welfare groups, private foundations, and Indian organizations. Often agencies, groups and individuals work unilaterally without communicating with or coordinating efforts with others. As a consequence of this, the key people working with students may not know of programs or resources which might be made available to specific individuals who can meet the requirements of special programs.

There seems to be a need for an informational clearing house. Perhaps the BIA could do this. For the most part, the colleges do through their financial aids office keep closely in touch with

the BIA and their working relationships seem to be quite good. The financial aids officers contact with students, however, is minimal. Often it is limited to sending out and processing forms. Nor does there seem to be much contact between college and tribe. Such contact as exists usually has to do with tribal grants which are awarded to students. The most frequent complaint of college financial aids officers is that they are not notified of such grants soon enough and, sometimes, not at all. Many complaints were made about inadequate counseling. It was asserted that many counselors are not much more than "paper pushers". They do not keep up-to-date on programs and in close enough touch with financial aids representatives and tribal coordinators. Nor do they pass on information which they receive. It was felt that many Indians miss out on a college education because of inadequate counseling. Indian students are not aware that many opportunities are opening up for them, and that scholarships are available which would permit them to gain the education required to prepare themselves for such positions. Contact by students with persons responsible for the financial aids program are limited. Usually it is initiated by students. Many students are timorous about seeking information. This points up the need for Indian staff people to work with Indian students.

FIELD FOLLOW-UP OF THE INSTITUTE

In November and December of 1971, members of the National Indian Training and Research Center staff made follow-up visits to the Navajo, Hopi, San Carlos Apache, White River Apache, Salt River, Gila River, and Papago reservations. Meetings were also held with representatives of the University of Arizona and Arizona State University financial aids offices, and the area scholarship officer of the BIA.

The three follow-up teams found general agreement that the conference would have been more productive had it been held early in the spring. As it was, with students enrolled for the 1971-72 academic year, many of those who did attend the conference had become caught up in other duties and had made little effort to follow-up on recommendations which had emanated from the conference. It was believed such a conference would be most valuable when held just before the time participants have their greatest involvement with students who are seeking assistance for fall admission.

In several instances, persons who attended the conference had returned to school or accepted positions away from the reservation and thus were not available. In at least two instances, recommendations had been made by such people to the tribe and those were being acted upon.

The NITRC staff visiting Navajo reported on the organization for the Navajo tribe of a new education department: The Navajo Division of Education is the only known and recognized Indian Division of Education of all the Indian tribes in the United States. The full-time professional staff will provide information on Navajo Education in all areas and activities conducted by the Division.

There are four departments within the division: Elementary Education, Secondary Education, Adult and Vocational Education, and Higher Education. The director of each department is responsible for the operation within their department consistent with the goals and objectives of the Navajo Division of Education. The Navajo Tribal Education Committee is the legislative and policy forming body of the Navajo Tribe.

Some of the activities being conducted by the Navajo Division of Education at the present time are:

- 1) A legislative seminar for the purpose of providing Indian input and, if necessary, making amendments to Indian Education Bill S-2724, Jackson Bill, supporting and assisting Navajo school boards who control and operate their schools through contracts with the BIA.
- 2) Making visitations to various federal, public, private parochial and contract schools with a Navajo Indian student population to ensure that the needs of the students are met.
- 3) Writing new proposals to revamp and rejuvenate the clothing and scholarship program so that the needs of the student are considered first.
- 4) Negotiating with the BIA to contract all scholarship services to the Tribe. Under this program, five (5) guidance counselors will be hired to follow through on all students on the scholarship program.
- 5) Establishing resident centers on the reservations through colleges and universities.

The Navajo Division of Education is in the process of making many change which will improve their quality of services to students.

One of the participants had found a simplified financial aid form being used in another state. This is a one form which makes it possible to record all of the information needed by the BIA, the tribe, EOG and financial aids officers. This form had been sent to the Arizona Financial Aid Association for review, but at that time no response had been received.

It was reported that the San Carlos Apache tribe was to hire an Education Coordinator in January who would confine his work to this particular area. It was believed this would be of great help to students from this tribe.

Visitation teams found communications and coordination problems still existing. For example, they described one situation where the education coordinator apparently feels that college-bound Indian students are receiving too much counseling and should be left alone to make it on their own. A counselor of some of these students emphatically disagrees, believing that much more counseling is needed to prepare Indian students for city, college-off--reservation life. This counselor undertook to send letters to former students in college, reminding them of the importance of reapplying or renewing financial aid in time for the next term. He said, "The education coordinator regards this as meddling with college students affairs and I no longer have any reason to be concerned as they are no longer in high school."

Many problems occur because of difficulty in contacting parents. One team member reports: "In talking with community leaders, I became very aware of the lack of communications between the different tribal and community organizations and over-all lack of information available to the people of the community as far as the

educational needs of the students.

Other community leaders expressed their concern at the lack of informed counseling. Some Indian students, they thought, were being pushed into college, simply for the sake of using the scholarship money available, when it would be much more to their advantage to be directed into preparing for occupations which do not require college training.

Many of those with whom the visitation teams talked felt that the conference had been worthwhile. They seemed to believe that a follow-up conference would be desirable. They stated that the timing of the conference was extremely important, that perhaps a planning committee was needed which would be representative of the various groups and interests concerned with Indian education, and which could make sure that those people who should be present at the conference were not overlooked.

RECOMMENDATIONS

Most of the recommendations to be made have been implied in the reports of the discussions. These cannot be over-emphasized. For that reason we are presenting them in summary form.

I. The criteria for financial aids awards need to be revised.

A. Application forms are too complex.

1. Family financial status is impossible to ascertain in most instances. (For practical purposes, Indian families might be classified: "poor, poorer, poorest".)
2. Superfluous information now called for by the forms should be eliminated.

B. Summer earnings (or any student wages) generally are used as support for the entire family. Students will even send grant money home if sickness occurs or fore-closure threatens. There is lack of understanding by non-Indians of family ties and students are penalized for this.

C. Auto ownership is not a valid determinant of family's financial ability. (When living in isolated areas with bad roads, a good car is a necessity, not a luxury.)

D. Some schools disqualify veterans or use lower amounts in their financial needs packet. This means Indian veterans are penalized because they are veterans.

E. A special form should be developed for Indian students, eliminating all requests for non-relevant information.

F. Use tuition waivers, scholarships, etc., instead of assuming that the usual combinations of awards are sufficient to avoid loans.

G. Develop adequate programs for married students.

II. Counseling must be made much more effective.

- A. Sources of funding need to be established.
 - 1. BIA with EOG matching
 - 2. Vocational Rehabilitation
 - 3. Tribal scholarships
 - 4. United scholarships
 - 5. State Indian Affairs funds
 - 6. Private sources
- B. Avoid NDSL-Federal Student Loans and Work-Study funds -
at least during the first two years.
- C. Full-ride packages should be provided (Including money for
clothing, incidentals, etc., not needed by most whites).
- D. Sensible disbursement of funds
 - 1. Pay major portion of beginning of semester for fees,
books, room and board and clothing.
 - 2. Hold enough for small stipend payment monthly or bi-
monthly.
- E. Counsel on banking, budgeting, payment of obligations,
(utilities and phone, rent, etc.)
- F. There is a need to go beyond job and course descriptions
with Indian students. (This illustrated the need for
Indian staff members.)
- G. Follow-up counseling to cut attrition for lack of money.
- H. Retention or renewal of awards should not be based on GPA
alone. Progress and attitude should be principal criteria.
- I. Educate high school counselors as to unique needs of Indian
students at conferences of Financial Aids Advisors Association.

- III. Additional training should be provided.
 - A. The BIA should have a Consultant Counselor to work with Financial Aids Advisors and school counselors.
 - 1. This person might conduct workshops for Counselors.
 - 2. This person might work with Tribal Education Coordinators.
 - 3. This person might coordinate information at the area level.
 - B. Training meetings should be held on the reservations for parents, tribal leaders, counselors, and education coordinators and education committee members.
- IV. An Indian Financial Aids handbook should be developed.
- V. Indian financial aids conferences should be scheduled periodically, perhaps every two years. These should be developed in cooperation with the Arizona Financial Aids Assistance Association and the BIA.
- VI. Programs should be developed to involve Indian parents and tribal leaders in the development of more meaningful educational programs for Indian people.
- VII. Curricular reforms should be made in both BIA and public schools serving Indian students.